



Preparing for the IEP Meeting: General Educators

As a general educator, you have a valuable perspective to offer the IEP team when discussing transition topics. This planning sheet will help you know what to expect at the IEP meeting and how you can contribute.

What Should I Know About a Transition-Focused IEP Meeting?

- Once the student turns 14, the IEP will shift to focus on the student's goals for after high school in education/training, employment, independent living, and community involvement. If the student will turn 14 before the next IEP meeting, you will include these transition components in the current IEP.
- IEP teams must include:
 - A family member
 - At least one special education teacher
 - At least one general education teacher
 - A school district representative
 - An individual who can interpret the instructional implications of evaluation results
 - Once a student turns 14, they must be invited to the IEP meeting. However, it is recommended they are invited earlier and that they attend the meeting.
- Other team members might include:
 - A CTE instructor
 - School counselor
 - Speech/occupational/physical therapist
 - Social worker
 - Adult services agency representatives
 - Anyone else the student or family chooses to invite
- Members of the team will vary depending on the individual student's needs.
- The team will identify goals and services that will help the student achieve their post-school goals and keep track of the student's progress on their goals.
- Each team member will have individual responsibilities and contributions.
- Any general educator present at the meeting should know and have experience working with the student.
- CTE instructors can fill the role of general education teacher, but it is best to involve both a CTE instructor and another general education teacher.
- Once a student turns 18, they have the right to represent themselves and do not have to



invite a family member to the meeting unless they have a conservatorship, Power of Attorney, or other rights-granting authority.

How Can I Help?

- Share curriculum, Tennessee state standards, and social skills expected for the student's grade level.
- Provide information on how the student performs in general education classes and interacts with peers and give clear, anecdotal examples.
- Suggest supports, accommodations, and modifications to help students participate in the general education curriculum and state or district-wide assessments.
- Explain why supports, accommodations, and modifications are necessary and helpful by providing examples from the classroom.
- Provide strategies to help with positive behavioral interventions.
- Assist in planning the course of study to prepare the student to meet post-school goals.
- Bring work samples from the student's general education classes to demonstrate progress.
- Help craft measurable annual goals that students can work on during general education classes.

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